



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization Waxahachie Faith Family Academy CDN 070801 Vendor ID ESC 10 DUNS 940165871

Address 1608 Osprey Drive City Desoto ZIP 75115 Phone 972-224-4110

Primary Contact Dr. Amanda Subjinski Email asubjinski@faithfamilyacademy.org Phone 972-224-4110

Secondary Contact Dr. Shirley Heitzman Email sheitzman@faithfamilyacademy.org Phone 972-802-4818

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Dr. Mollie J. Purcell Title Superintendent

Email mjpurcell@faithfamilyacademy.org Phone 972-224-4110

Signature  Date 11/9/18

Grant Writer Name Dr. Shirley Heitzman Signature  Date 11/9/18

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of

701-18-106-062

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Faith Family Academy (FFA) needs to increase the diversity of teachers to better match student demographics. While students are 67% Hispanic, 29% African American, and 4% White; teachers are 28% Hispanic; 25% African American; and 46% White.	Partner with UNTD to increase diversity in certified teachers by: 1) establishing an Education & Training Dual Credit course pathway and TAFE Chapter that prepares high-school students to earn a 4-year degree/lic. in education and return to teach at FFA, and 2) transitioning diverse FFA paras/aides/subs to full-time, certified teachers at FFA by earning educational degree and/or certification at UNTD.
FFA faces a significant shortage of teachers in high-needs areas, especially Bilingual/ESL, STEM, and SPED (12 teacher vacancies in Fall 2018, 10% of staff).	Partner with UNT Dallas (UNTD) to decrease vacancies in high-needs areas by transitioning 6 current FFA paras/aides/subs to full-time, certified teachers at FFA as they earn educational degree and/or certification at UNTD in high-needs areas, e. g. Bilingual/ESL, SPED, and STEM.
FFA lacks Education & Training Dual Credit Pathway for a high school with 67% Hispanic, 29% African American, and 4% White students (16-17 TAPR Report).	Establish an Education & Training Dual Course pathway and TAFE Chapter for high-performing, diverse high school students that prepares FFA students to earn a 4-year degree/lic. in education at UNTD and return to teach at FFA in hard-to-fill areas, e. g. Bilingual/ESL, STEM, and SPED.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the grant period, in partnership with UNTD, 75 high-performing FFA students from diverse backgrounds will have earned up to 12 college credits in Education & Training Pathway Dual Credit courses and have participated in TAFE Chapter activities and regional/state competitions that prepare them to earn a 4-year education degree/lic. and later return to FFA to teach in hard-to-fill areas. In addition, 6 current FFA paras/aides/subs will graduate from UNTD with either an M. Ed. in C & I with Initial Licensure (Bil. or STEM) or B. S. in Interdisciplinary Studies: EC-6 or 4-8 Certification with Bil./ESL or SPED Supplemental Certification, and transition to serve as full-time licensed teachers in hard-to-fill areas at FFA.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Pathway 1: FFA/UNTD Dual Credit MOU finalized in Winter '19, including course articulation and credit transfer. By April 15, 2019, two (2) energetic, highly-qualified teachers will be selected to serve and approved by UNTD to teach Education & Training Dual Credit courses, and sign MOU. Campus/district staff will market and recruit diverse, high-performing students to Education & Training courses and FFA TAFE chapter for Fall 2019. The Master Schedule for 19-20 will include 3 Education & Training Dual Credit courses. 40 high-performing FFA students will register for Education & Training courses; at least 15 students will sign up for the TAFE Chapter. Teachers will attend TEA Teacher Institute and TAFE Conf. in Aug. '19. Pathway 2: Teacher candidates selected by April 15, 2019 and sign MOU. Recruited teacher candidates are accepted into UNTD's education degree (B. S.) or licensure-only program (M. Ed.). Teacher candidates take and pass TExES PACT exam, and enroll in and successfully complete 6 credits Summer 2019 UNTD ed. courses. Candidates participate in new UNTD TAFE Chapter.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Pathway 1: By the end of the second quarter, 40 FFA high school students will successfully take and pass Education & Training Dual Credit Courses. At least 15 students will participate in TAFE activities and prepare for and participate in TAFE Region 10/State TAFE Competitions. Program successes will be marketed to FFA students, parents, staff, and community to increase program visibility and expand student interest and course registration for Fall 2020. The Practicum in Education and Training Dual Credit course will be added to Master Schedule for 20-21 (4 courses total). Pathway 2: M. Ed. Teacher Candidates (licensure-only) will complete remaining M. Ed. educator prep program courses in Fall '19. B. S. Teacher Candidates (degree & licensure) will enroll in and successfully complete appropriate UNTD teaching and pedagogy coursework per program requirements in Fall '19. Teacher Candidates participate in new UNTD TAFE Chapter activities.

Third-Quarter Benchmark

Pathway 1: 75 FFA high school students will enroll in Education & Training Dual Credit Courses for Fall 2020 (increase to 25/course). Campus/district staff will market and recruit diverse, high-performing students to Education & Training Dual Credit courses and FFA TAFE chapter for Fall 2020 (Goal 20 students). Students participate in TAFE State Competition (Feb '20) and register for Summer 2020 TAFE Student Leadership Conference. Pathway 2: M. Ed. Teacher Candidates (licensure-only) complete M. Ed. educator prep program in Spring 2020 with clinical coursework at FFA; pass licensure exam in Spring '20; and serve at FFA as full-time teacher of record in 20-21. B. S. Teacher Candidates (degree & licensure) complete 12 cr. UNTD coursework in Spring '20, 6 cr. Summer '20, 12 cr. Fall '20, 12 cr. Spring '21. B. S. Candidates take licensure exam in Spring '20 in order to be able to serve at FFA as a FT teacher of record in 20-21 with a standard or probationary license and complete clinical courses. Teacher candidates participate in new UNTD TAFE Chapter activities and cohort support activities.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

A Grow Your Own Partnership Leadership Team will meet on a regular basis to review program progress and discuss project implementation milestones, performance measures, and critical success factors such as: recruiting and marketing efforts for both Pathways, high school course implementation and student success, and candidate progress and support effectiveness for the higher ed. program. The team will share project implementation successes and troubleshoot implementation issues. This team will include district and campus leadership from FFA as well as faculty leadership from UNTD, including the Assistant Supt. for Curriculum & Accountability, Assistant Supt. for School Leadership, and the UNTD Assistant Dean from the School of Education. This team will communicate regularly through individual conversation and daily email and will coordinate as needed to ensure successful implementation of the program. The senior leadership team at FFA, which includes the Superintendent, Chief Operations & Facilities Officer, Chief Technology Officer, Chief Financial Officer, Assistant Superintendents of Curriculum & Accountability, School Leadership, and Special Programs, Executive Director of Human Resources, and Executive Director of Development will be responsible for ensuring that program implementation is on schedule and that all fiscal practices are consistent with local and state requirements. The Education & Training Teachers will be responsible for the day-to-day implementation of the Dual Credit Courses and TAFE Chapter activities. The Executive Director of Human Resources will work with the UNTD Assistant Dean to oversee Pathway 2 activities and ensure Teacher Candidates in the UNT teacher preparation/licensure programs have appropriate supports from the district and higher ed. program to ensure candidate success. Program staff and participants will share qualitative program observations and quantitative data regarding program implementation with the Partnership Leadership Team, in order to support ongoing process evaluation of the program implementation, and make adjustments to implementation needed to ensure the success of the program. The district office maintains frequent communication with partners, campus administration, staff, teachers, parents, and students through the district website, social media channels, and internal communications channels. Any program changes made as a result of ongoing continuous improvement will be communicated to stakeholders through these channels. This project has full support of the FFA School Board, See Attached School Board Letter of Support.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be

- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Overview. In order to successfully launch a new Education & Training Dual Credit Course Pathway and TAFE Chapter at FFA, two (2) energetic and experienced teachers will be recruited to teach the Education & Training Dual Credit courses. Two teachers are needed to ensure long-term program sustainability and ability to add additional sections in future years. Both teachers will teach at least 1 Dual Credit section in Year 1 and 2 Dual Credit sections in Year 2. These teachers must show measurable evidence of student achievement with diverse student populations, be highly-regarded by students and colleagues, qualified to teach Dual Credit courses (MA +18 credits in Education), and reflect the diversity of the student population. Most importantly, we will recruit teachers with a passion for education who will inspire students to take education courses, participate in TAFE activities, and become teachers. These teachers must have the ability to successfully represent the teaching profession, recruit and motivate students to participate in new courses, successfully teach Dual Credit courses, and recruit and motivate students to participate in TAFE activities and competitions. FFA administrators have already identified several current high school teachers who have the teaching qualifications, experience, and passion that make them excellent potential candidates for launching the Education & Training Dual Credit Courses & TAFE Chapter.

Teacher Recruitment. Upon receipt of the grant, FFA in partnership with UNTD, will use an intentional recruitment and selection process to ensure the final selection and reporting to TEA of two (2) Education & Training Dual Credit teachers by April 15, 2019. The teacher recruitment process will focus on recruiting high school teachers who have the maximum potential for becoming effective Education & Training Pathway Dual Credit teachers and TAFE Chapter Teacher Leaders. Multiple recruitment strategies will be used including: referrals from district and campus-based leadership; outreach through multiple social media channels and email; promotion at staff meetings; and self-nomination from prospective teachers. Applicants will submit an application that will then be screened for: evidence of measurable student achievement (STAAR); strong evaluations/appraisals (T-TESS); interpersonal leadership; effective problem solving; evidence of success in leading student organizations, strong evaluation ratings, strong student-teacher and collegial relationships, and reflection of the diversity of the of the student population. The final selection process will include an interview of teacher finalists by a committee including administrators such as the campus principal, counselor, and district and higher ed. administrators to select the two candidates who have the highest potential to teach and recruit students into Education & Training Courses, start a TAFE Chapter, willing to make the commitment to remain in FFA for four years as a condition of receiving the stipend, and likely to successfully complete all program requirements. The committee will also select an alternate, to provide for the case that a selected finalist is not able to make all final commitments.

Teacher & TAFE Chapter Support. Teachers will be supported by FFA Curriculum & Accountability Department, campus principal, and UNTD in implementing the new Education & Training Dual Credit Courses. Funding has been allocated for teachers to attend the TEA Training in June 2019, as well as annual TAFE Summer Trainings. The State Coordinator for TAFE has offered to provide guidance on best practices for establishing a TAFE Chapter, including student activities, leadership training, and preparation for regional, state, and national competitions. In addition, local TAFE Teacher Leaders in Region 10 have offered to provide support for FFA Teacher Leaders on Education & Training Courses and TAFE activities.

MOU. Once the two Education & Training teachers have been selected, they will be notified of their selection and sign the MOU with the district. The MOU will include requirements that must be fulfilled to receive the stipend, including: teaching of Education & Training Dual Credit courses; leading TAFE Chapter and competition activities; requirement to complete all program requirements; and commitment to remain teaching in FFA for four years as a condition of receiving the stipend. The MOU will also include details on the timing and schedule of stipend funds disbursement. Participants selected to receive stipends must meet the following requirements, which will be included in the MOU: Participants must hold a standard or life teacher certificate in the state of Texas; Participants must currently be employed as a teacher; Participants must show measurable evidence of student achievement within a diverse student population; and Participants receiving the dual credit stipend must hold a Master's degree with 18 credit hours in education.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

FFA will partner with UNT Dallas (UNT-D) to create a cohort program to transition 6 paraprofessionals, aides, and/or long-term substitutes (Prospective Candidates) currently working for FFA into full-time, certified teachers by the end of the grant period. FFA currently has 25 Prospective Candidates working in instructional roles. Many of our Prospective Candidates have the potential to be outstanding full-time, certified teachers, are bilingual, and reflect the diversity of the student population. Prior to grant submission, FFA did a preliminary needs assessment of Prospective Candidates to determine how many have interest and would be eligible to apply to participate in a teacher preparation program at UNT-D. 3 Prospective Candidates currently have a Bachelor's degree and would be eligible to participate in a "licensure-only" UNT-D M. Ed. in Curriculum & Instruction with Initial Certification program. 3 Prospective Candidates have 60 Core Credits (Core Complete) and would be eligible to participate in the UNT-D B. S. Interdisciplinary Studies in Early Childhood (EC) – Grade 6 Core Subjects Teacher Certification program.

Candidate Recruitment. Upon receipt of grant funding, FFA will partner with UNT-D to recruit and select candidates to participate in 2 UNT-D teacher preparation cohorts (M. Ed. in C & I for licensure only; and B. S. for degree and licensure). Prospective Candidates will be contacted to determine their interest and eligibility for the program. Candidates will submit a letter of interest for the program and will be screened using indicators such as evaluation ratings, involvement in school activities, commitment to degree and certification persistence, recommendations from colleagues, potential for certification in hard-to-staff areas, reflection of the diversity of the student population, and meet all grant-specified requirements. Candidates selected to receive stipends must not already hold a teacher certification in the State of Texas, must already have a minimum of 60 credit hours towards a bachelor's degree, and must have the capacity to graduate with a bachelor's degree and teacher certification within the grant timeline. UNT-D will review transcripts of Prospective Candidates who have passed the initial screening for eligibility for acceptance into a UNT-D program (M. Ed. or B. S.) and Prospective Candidates will apply for admission to UNT-D. Admission to the UNT-D M. Ed. with Initial Licensure program requires applicants to have at least a 3.0 GPA on the last 60 undergraduate semester hours of work prior to receiving the bachelor's degree, or an overall 2.8 GPA on all undergraduate work. Admission to the B. S. in Interdisciplinary Studies Early Childhood (EC) – Grade 6 Core Subjects Teacher Certification requires applicants to have a minimum 2.750 GPA required in completed Core Courses. All applicants must also complete the TExES Pre-Admission Content Test (PACT) to demonstrate content proficiency in their chosen teaching field. UNT-D will meet with each potential candidate individually regarding their application, admission requirements, and course requirements needed to complete the program by the end of the grant period. Once candidates have been admitted to the program and the UNT-D program, candidates will be notified and then sign the MOU with the district. The MOU will include requirements that must be fulfilled to receive program benefits, including: enrolling and successfully completing required courses; passing required pre-program and licensure tests; and commitment to remain teaching in FFA for four years (three years after earning lic./degree).

Career Pathways & Supports. Based upon FFA candidates needs and prior preparation, FFA will partner with UNT-D to customize 2 Teacher Preparation Cohorts where candidates complete either a licensure-only M. Ed. in Curriculum & Instruction with Initial Certification program with STEM or Bilingual Specialization OR B. S. in Interdisciplinary Studies in Early Childhood EC– 6/4-8 Core Subjects with Bilingual/ESL or SPED Supplemental Certification (120 cr. total). The program will provide numerous supports to the candidates to ensure program persistence and success. UNT-D is located only 10 minutes from FFA, and courses will be provided in the evening and in multiple formats, e. g. online/hybrid. Other supports will include early release, job-embedded clinical course experiences, test preparation, and onsite mentoring and supports.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	2	X \$11,000 =	22,000
Number of teachers who are teaching Education and Training courses, but not for dual credit		X \$5,500 =	
Number of high schools with existing Education and Training courses in 2018-2019		X \$6,000 =	
Number of high schools without existing Education and Training courses in 2018-2019	1	X \$9,000 =	9,000
Total Request for Pathway 1			31,000

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	3	X \$5,500 =	16,500
Number of candidates pursuing both a bachelor's degree and a teacher certification	3	X \$11,000 =	33,000
Request for Pathway 2			49,500
Request for Pathway 1			31,000
Total Combined Request for Pathways 1 & 2			80,500

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Pathway 1: Stipends for Education and Training Course Teachers (2 teachers x \$10,000 - over 2 years)	20,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Pathway 2: Tuition to UNTD for M. Ed. or B. S. program (\$5,000 x 3; \$10,000 x 3)	45,000

SUPPLIES AND MATERIALS (6300)

Pathway 1: Supplies/Materials for Education & Training Courses (\$2,500 x 2 years)	5,000
Pathway 1: TAFE Consumable Supplies and Materials, Recognition Pins, Graduation Cords (\$500 x 2 yrs.)	1,000
Pathway 2: Certification & Content Certification Preparation Resources	1,602

OTHER OPERATING COSTS (6400)

Pathway 1: TAFE Membership Fees (2 years)	160
Pathway 1: TAFE Registration & Travel (Conferences, Regional & State Competitions)	3,000
Pathway 1: Required Teacher Training in Austin (Principal, 2 teachers - used state hotel, per diem, travel)	2,000
Pathway 2: PPR & Content Certification Exams, ESL/SPED Exams & Licensure Certificates (6 participants)	2,898

Total Direct Costs 80,500

Should match amount of Total Request from page 8 of this application

Indirect Costs 0**TOTAL AMOUNT REQUESTED** 80,500

Total Direct Costs plus Indirect Costs

Grow Your Own Grant Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

2

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Faith Family Academy (FFA), a small charter school district, will partner with the **University of North Texas Dallas (UNTDD)** to launch an **Education & Training Dual Credit** course pathway and **TAFE Chapter** activities and competitions in order to significantly ramp up the number of **diverse, high-performing high school students** who gain their post-secondary degree/licensure in education and **return to teach in Bilingual/ESL, STEM, and SPED** (75 students over the next 2 years). FFA provides a unique opportunity to **recruit a highly-talented group of diverse high school students** into the educational field and ultimately **increase the number, quality, and diversity of future teachers and reduce teacher shortages in hard-to-fill areas**. FFA is a high-poverty, high-minority charter district that serves 610 high school students at one high school: 67% Hispanic, 29% African American, 4% White, and 54% bilingual (16-17 TAPR). 75% of FFA graduates are first-generation HIGH SCHOOL graduates. Many FFA students are bilingual and could return to FFA in the future as fully-licensed Bilingual, STEM, or SPED teachers. A handful of FFA students have already earned their education degree and returned to teach at FFA, and this grant, if funded, will accelerate that process. **Education & Training Courses.** FFA will partner with UNTDD to provide a full pathway of Dual Credit Education & Training Courses by 20-21. Students will be able to earn up to 12 credits that fully articulate to the 4-year B. S. in Interdisciplinary Studies EC-6 or 4-8 at UNTDD. The UNTDD education degree program focuses on licensure in hard-to-fill areas, including ESL and SPED Supplemental Certification and Bilingual and/or STEM Specializations. In **19-20**, Principles of Education & Training/UNTDD EDUC 1301 Intro to Teaching (9th/10th Grade/1st semester/3 cr.); Human Growth & Development/UNTDD DFST 1013 Human Growth & Development (9th/10th Grade/2nd semester/3 cr.); and Instructional Practices Course/UNTDD 2301 Introduction to Special Populations (11th Grade/1 year/3 cr.) will be offered. In **20-21**, the Practicum in Education & Training/UNTDD 2310 Introduction to Special Education (12th Grade/1 year/3 cr.) will be added. Initial enrollment of **40 students** in 19-20 will be targeted (20 per course, approximately 10% of each grade level). With increasing high school class sizes on the horizon, increasing course enrollment to **75 students** in 20-21 (25 per course) (and more sections in the future) is an achievable goal. Program successes will be marketed to FFA students, parents, staff, and community to increase program visibility and expand student interest and course registration for Fall 2020 and beyond. **Career Development & Support Activities.** Career development, counseling, and support activities will be supported by establishing a new TAFE Chapter at both FFA and UNTDD. TAFE encourages students to learn about careers in education and assists them in exploring the teaching profession while promoting character, service, and leadership skills necessary for becoming effective educators. FFA and UNTDD are currently working with the State Coordinator for TAFE for guidance on best practices for establishing new TAFE Chapters, including staffing, student activities, leadership training for students and teachers, and participation in regional, state, and national competitions. **Teacher Recruitment.** Please see Main Application, p. 5 for a description of the recruitment and selection of passionate, experienced classroom teachers.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Overview. FFA students are motivated, high-performing, and looking for new opportunities to succeed in college/careers. FFA offers a unique opportunity to recruit high-performing, diverse students to the educational field, with 67% of students Hispanic, 29% African American, and 54% bilingual (16-17 TAPR). There are currently 202 students in the rising 9th grade class, 210 students in the rising 10th grade class, and 166 students in the rising 11th grade class for 19-20. FFA 6th-8th grade students take Career Interest Surveys to help students identify their interests, skills, and abilities. Recent surveys have confirmed strong student and parent interest in careers in education and Dual Credit Courses linked to a future college degree/career in education. **Student Profile.** To ensure the quality and diversity of the future teaching pool, recruitment efforts will focus on the top ten (10) percent of college-ready students, diverse students, and student campus leadership involvement. The Asst. Superintendents of Curr. & Accountability and School Leadership will work closely with middle & high school counselors and teachers, Education & Training teachers, and campus administrators to analyze district data to identify high-performing students for participation in Education & Training Dual Credit Courses and TAFE Chapter based upon a review of: student career interest survey data, student grades, class rank, academic performance data (STAAR), Texas Success Initiative (TSI) Assessment data (required for Dual Credit Course participation), and teacher recommendations. Students with a GPA of 3.25 or higher and students passing the TSI (9th-11th) will be initially targeted to participate, as well as students recommended by teachers for having exceptional motivation and promise for the educational field. **Marketing/Recruitment.** Students will be recruited during the Spring 2019 Course Selection Process for the 19-20 school year into appropriate Education & Training Pathway Courses, as well the TAFE Chapter. FFA central and campus administrators have a strong record for launching new programs, including supporting student recruitment, participation, and persistence. Last year FFA started the National Naval Defense Cadet Corps (NNDCC), recruiting 96 students in the first year alone. Three years ago, FFA started a Drum Line that has tripled in student participation, is invited to perform regularly at conferences and events, and receives numerous competition awards. FFA will utilize proven marketing and recruitment strategies, including: personal recruiting of students by campus teachers, counselors, and coaches in classrooms and student leadership organizations; sharing program benefits and opportunities in meetings with parents & students; and promoting the program through print marketing materials and social media channels, such as Schoology (internal), Facebook, Instagram, and Twitter. Education & Training Teachers, counselors, campus administrators, and high school teachers with strong relationships with students will share the program with students in their classrooms and student leadership and extracurricular organizations. Student leadership and extracurricular organizations, such as Student Council and the Rotary Interact Club will provide a fertile recruiting ground for high-performing students. The program will be shared at numerous parent meetings, including Parent University and PTSO meetings. FFA has a strong marketing team that will support all marketing and recruitment efforts for the program. **Motivation & Persistence.** Numerous benefits and opportunities will motivate students to persist in the program, including a 4-year college articulated pathway and TAFE Chapter activities. Campus and district staff will support TAFE Teachers to create a "family-like" environment that supports student motivation, and persistence in the program through participation in teacher & student preparation, leadership, and service activities, such as: TAFE trainings, regional, state, and national competitions, like: TAFEPALOOZA, Region 10 conference, and TAFE Teach Tomorrow Summit. Campus and district administrators will also support student persistence by providing recognition through the annual TAFE celebration event, badges and pins for increasing levels of TAFE participation, and graduation cords for Education and Training Pathway/TAFE.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed **letter of commitment or MOU** from IHE partners agreeing to establish dual credit course offerings.

Overview. FFA will partner with the University of North Texas Dallas (UNTDD) to provide high-performing FFA high school students an Education & Training Dual Credit Course Pathway that is fully articulated to the UNTDD 4-year education degree and licensure programs. This pathway will prepare 75 FFA high-school students to earn a 4-year degree/licensure in education and return to teach at FFA (Required **Letter of Commitment** is attached). UNTDD, located only 10 minutes away from Faith Family Academy, offers FFA students and families a high-quality, safe, and affordable 4-year college option. UNTDD is the only public, accredited 4-year university in the City of Dallas. Under the leadership of President Robert "Bob" Mong, UNTDD has achieved record enrollment exceeding 3,500 students, with an expectation of growth to 5,000+ students by 2021. UNTDD's value-based education is accompanied by innovative, high-quality academic programs that include rich, experiential learning opportunities. **Dual Credit.** Through the partnership, UNTDD will provide guidance, training, and support for the development and implementation of the **Education & Training Dual Credit Course Pathway** and student career development and support activities through a **TAFE Chapter**. UNTDD is uniquely qualified to partner with FFA to ensure the success of this project. UNTDD faculty has significant expertise in Dual Credit courses, which has been used to develop the proposed Education & Training Dual Credit Course Pathway. UNTDD will leverage strong relationships with TAFE statewide leadership to support TAFE Chapter implementation. The proposed Education & Training Dual Credit Course Pathway includes in Year 1 (19-20): Principles of Education & Training/UNTDD EDUC 1301 Intro to Teaching (9/10th Grade/1st semester/3 cr.); Human Growth & Development/UNTDD DFST 1013 Human Growth & Development (9/10th Grade/2nd semester/3 cr.); and Instructional Practices Course/UNTDD 2301 Introduction to Special Populations (11th Grade/1 year/3 cr.). In Year 2, the Practicum in Education & Training/UNTDD 2310 Introduction to Special Education (12th Grade/1 year/3 cr.) will be added. UNTDD and FFA are planning to offer additional Dual Credit Courses articulated to the UNTDD B. S. in EC-6 or 4-8 Interdisciplinary Studies and provide FFA students with additional college credits. These courses may include high school Dual Credit core content courses geared towards a future teaching degree, such as: Pre-Calculus/UNTDD Math 1314 Algebra for Teachers; Biology/UNTDD 1408 Biology for Educators; Government/Govt 2305/PSCI 1040 American Government Laws & Institutions. The Education & Training Dual Credit Courses will be taught at the FFA Oak Cliff high school campus by 2 highly-qualified FFA teachers with an M. A. + 18 credits in education courses, and approved by UNTDD. **MOU.** FFA and UNTDD will finalize a **Dual Credit Articulation MOU** as soon as possible after the receipt of the grant in Winter 2019, to ensure implementation of Dual Credit courses in Fall 2019. This agreement will be approved by the governing boards or designated authorities of both institutions. Grant development has already included discussions on required MOU elements. As required by Texas Administrative Code §4.84 and §9.144, the MOU will articulate eligible courses; student eligibility; location of class; student composition of class; faculty selection, supervision, and evaluation; roles for ensuring quality and rigor in the program; course curriculum, instruction, and grading; academic policies and student support services; course credits that may be earned under the agreement and the efficient transfer of credit; and funding for the Dual Credit Courses. To ensure the **efficient transfer of credits**, a **Course Equivalency Crosswalk** that matches coursework between the schools will be developed and included in the MOU. FFA counselors will also ensure correct dual credit registration of FFA students in order to support the efficient transfer of credits.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

6

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for **training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.**
- ☐ The plan must contain a **description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.**

FFA will partner with UNTD to create a cohort program to transition 6 paraprofessionals, aides, and/or long-term substitutes (Prospective Candidates) currently working for FFA into full-time, certified teachers in high-needs areas such as ESL/Bilingual, SPED, and STEM by the end of the grant period. UNTD is uniquely qualified to prepare FFA Prospective Candidates to become full-time teachers in high-needs areas. UNTD has both a B. S degree program and an M. Ed. licensure-only program that focus specifically on the hard-to-fill areas of ESL/Bilingual, SPED, and STEM. UNTD is conveniently located only 10 minutes away from Faith Family Academy, making it easy for Prospective Candidates to attend, and is the most affordable 4-year institution in DFW. Upon receipt of the grant, FFA and UNTD will immediately finalize an official MOU in Winter '19 that will include a detailed plan and activities to: provide degree programs for paras/aides/subs currently working at FFA to gain their educational degree and/or licensure in hard-to-fill areas, such as STEM, ESL/Bilingual Education, and SPED; and finalize specific supports needed for participants to successfully complete degree and licensure programs, including the incorporation of job-embedded training, flexibility of training location and schedule, and consistent supports that encourage persistence and success.

Degree Programs. UNTD will partner with FFA to provide two Grow Your Own Teacher Preparation Cohorts where candidates complete either a "licensure-only" M. Ed. in Curriculum & Instruction with Initial Certification program with Bilingual or STEM Specialization or B. S. in Interdisciplinary Studies in EC – 6 Core Subjects or 4-8 ELAR/Math/Science/Social Studies Teacher Certification program with Bilingual/ESL or SPED Supplemental Certification (120 cr. total). **Supports for Persistence & Success.** UNTD and FFA have jointly developed a series of supports have been designed to ensure Candidate persistence and success in the program. The UNTD campus is located only 10 minutes from FFA, facilitating ease of attendance. UNTD is extremely responsive. In order to create the cohort pathways, UNTD faculty will meet with the Potential Candidates individually to determine course requirements needed to complete the program by the end of the grant period, and create a cohort schedule that meets Candidates' needs and provides licensure in high-needs areas. Courses will be offered at times and formats convenient for participants, including evening & weekend courses, face-to-face courses, online courses, and hybrid courses. Additional supports, such as a cohort environment, early release to attend classes, job-embedded clinical course experiences at FFA, and onsite mentoring and support will support Candidate success. FFA will allow reasonable paid release time and schedule flexibility to Candidates. FFA New Teacher Mentors will mentor and support Candidates. UNTD will also provide training and support to cohort members on the FFA campus during clinical experiences through observation & feedback cycles. As a part of the Teacher Preparation Programs, UNTD will provide test preparation supports and resources to ensure Candidates pass required licensure exams. FFA and UNTD staff will meet regularly with cohort participants to monitor program progress, troubleshoot any issues, and provide mentoring and specific supports. In addition to tuition, funding has been allocated for licensure exam preparation materials and licensure exam fees to remove financial barriers Candidates may have in taking and successfully passing licensure exams.



October 25, 2018

Mollie J. Purcell, Ed. D.
Superintendent
Faith Family Academy Charter Schools
1608 Osprey Drive
DeSoto, TX 75115

Dear Dr. Purcell,

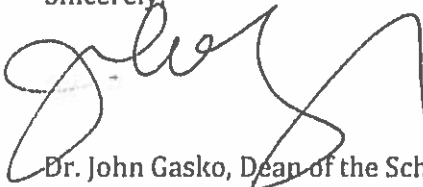
The University of North Texas at Dallas (UNT-D) is delighted to partner with Faith Family Academy Charter Schools (FFA) in this Grow Your Own – Cycle 2 grant application to significantly increase the number of diverse teachers certified in hard-to-fill areas in North Texas. The University of North Texas at Dallas (UNT-D), located only 10 minutes away from the Faith Family Academy –Oak Cliff Campus, is uniquely qualified to partner with FFA to ensure the success of this project. The University of North Texas at Dallas is the only public, accredited 4-year university in the City of Dallas, and has served as a pathway to social mobility since its establishment in 2010. Under the leadership of President Robert "Bob" Mong, UNT Dallas has achieved record enrollment exceeding 3,500 students, with an expectation of growth to 5,000+ students by 2021. UNT Dallas' value-based education is accompanied by innovative, high-quality academic programs that include opportunities for rich, experiential learning.

* This project significantly forwards key priorities of UNT-D to expand education degree and licensure programs that are designed to increase teacher preparation in the hard-to-fill areas of STEM and Bilingual Education. Through the partnership, UNT-D will provide an M.Ed. in Curriculum and Instruction with Initial Teacher Certification degree with STEM or Bilingual focus for FFA paraprofessionals or aides seeking *initial certification* for grades K-12. UNT-D will also provide the Bachelor of Science in Interdisciplinary Studies with Texas teacher certifications in EC-6 Core Subjects and Bilingual Education, ESL, or SPED to FFA paraprofessionals who have not yet completed their bachelor's degree (Pathway 2). UNT-D also has significant expertise in implementing high-school level dual credit course pathways and career supports, such as TAFE Chapters. UNT-D staff have existing relationships with TAFE leadership, and will provide guidance, training, and support for the development and implementation of the Dual Credit Course Pathways and TAFE Chapter activities to ensure success of the grant project (Pathway 1).

UNT-D is fully committed to developing a partnership MOU upon receipt of grant funding to achieve the goals of the project to: 1) provide diverse high school students dual credit courses that provide a pathway to accelerate completion of a 4-year education/degree licensure program in high-needs areas at UNT-D (Pathway 1); and 2) provide the educational degree and/or licensure programs and supports needed to transition paraprofessionals and/or aides currently working at FFA into fully-licensed teachers in hard-to-fill areas (Pathway 2). The MOU will include a detailed plan and activities to:

- Implement Dual Credit Courses in the Education & Training Pathway at Faith Family Academy that are clearly articulated into the 4-year education degree/licensure programs at UNTD;
- Support career development and support activities through the implementation of a TAFE chapter at Faith Family Academy;
- Provide degree programs for paraprofessionals and/or aides currently working at FFA to gain their educational degree and/or licensure in hard-to-fill areas, such as STEM, Bilingual Education, and SPED;
- Develop the supports needed for participants to successfully complete degree and licensure programs, including the incorporation of job-embedded training, flexibility of training location and schedule, and consistent supports that encourage persistence and success.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Gasko', with a stylized flourish extending from the end.

Dr. John Gasko, Dean of the School of Education
The University of North Texas at Dallas

Interdisciplinary Studies (Bachelor of Science)

Certifications: Grades EC-6 and ESL

Use this checklist as a guide for selecting classes and refer to your online Academic Advisement Report to review and monitor degree and graduation requirements.

NAME: _____

UNTD ID Number: _____

Core Curriculum Recommendations – 42 Hours

**(Parenthesis) Denotes double-dip for Core/Major*

Core Foundation Area	TCCNS #	UNTD #	Course	Hrs	Grade	Course/Term
010 Communication	ENGL 1301	ENGL 1313	College Writing I *(C or better required)	3		
010 Communication	ENGL 1302	ENGL 1323	Technical Writing *(C or better required)	3		
020 Mathematics	MATH 1350	MATH 1354	Numbers and Operations for Teachers	3		
030 Life & Physical Sciences	PHYS 1404	PHYS 1052	Solar System	3		
030 Life & Physical Sciences	PHYS 1415	(PHYS 1210)	Conceptual Physics	3		
040 Language, Philosophy, & Culture	Varies	Varies	Any Course in Foundation Area	3		
050 Creative Arts	Varies	Varies	Any Course in Foundation Area	3		
060 American History	HIST 1301	HIST 2610	US History to 1865	3		
060 American History	HIST 1302	HIST 2620	US History 1865 to Present	3		
070 Government & Political Science	GOVT 2305	PSCI 1040	American Government: Laws & Institutions	3		
070 Government & Political Science	GOVT 2306	PSCI 1050	American Government: Process & Policy	3		
080 Social & Behavioral Science	TECA 1354	(DFST 1013)	Human Development	3		
090 Component Area Option	EDUC 2301	(EDSP 2310)	Individuals with Disabilities	3		
090 Component Area Option	SPCH 1311	COMM 1010	Introduction to Communication	3		

Major Curriculum Requirements – 66 Total Hours

**Must maintain a GPA of 2.75 or better with "C" or better in each course*

TCCNS #	UNTD #	Course Name	Hrs	Grade	Course/Term
MATH 1314	MATH 1352	Algebra for Teachers	3		
UNTD only	MATH 1353	Geometry and Measurement for Teachers	3		
MATH 1350	(MATH 1354)	Numbers and Operations for Teachers	3		
MATH 1351	MATH 1355	Probability and Statistics for Teachers	3		
PHYS 1404	PHYS 1052	Solar System	3		
PHYS 1415	(PHYS 1210)	Conceptual Physics	3		
BIOL 2406	BIOL 1132	Environmental Science	3		
TECA 1354	(DFST 1013)	Human Development	3		
EDUC 1301	EDUC 1301	Introduction to the Teaching Profession	3		
EDUC 2301	(EDSP 2310)	Individuals with Disabilities	3		
UNTD only	KINE 3551	Physical and Health Literacy	3		
UNTD only	(AEAH 1750)	Children & Art	1		
		*Corequisite Must also enroll in MUED 1130 and THEA 1130			
UNTD only	(MUED 1130)	Foundations of Music	1		
		*Corequisite Must also enroll in AEAH 1750 and THEA 1130			
UNTD only	(THEA 1130)	Creative Drama	1		
		*Corequisite Must also enroll in AEAH 1750 and MUED 1130			
UNTD only	EDBE 3470	Foundations of Bilingual and ESL Education	3		
UNTD only	EDBE 3480	Bilingualism/Multiculturalism	3		
UNTD only	LING 3060	Principals of Language Study	3		
UNTD only	LING 4030	Acquisition of ESL	3		
		*Prerequisite LING 3060			
UNTD only	EDEC 4633	Nurturing Children's Social Competence	3		
		*Prerequisite EDUC 1301			
UNTD only	EDRE 4450	Reading and Writing Birth – Grade 6	3		
		*Prerequisite DFST 1013			

**Apply for Admission to ETI at least one semester prior to enrolling in the courses listed below. All required documents may be found online or in the Certification Office. Requirements are as follows:*

1. Complete at least 60 credit hours with a C or higher.
2. Complete all required Core coursework with a C or higher and a minimum 2.75 GPA.
3. Have a minimum overall (including UNTD and transfer grades) GPA of 2.75.
4. Submit ETI Admission Application.
5. Submit Faculty Recommendation.
6. Submit Professional Reference.
7. Submit Essay.
8. Complete Admission Interview.

Teacher Education Courses - 12 Total Hours

**Must be admitted to the Emerging Teacher Institute (ETI)*

TCCNS #	UNTD #	Course Name	Hrs	Grade	Course/Term
UNTD only	EDRE 4840	Linguistically Diverse Learners	3		
		*Corequisite LING 3060, EDRE 4450			
UNTD only	EDRE 4850	Assessment of Reading for Bilingual and ESL	3		
		*Prerequisite EDRE 4450			
UNTD only	EDUC 3320	Foundations of Education (Portfolio Checkpoint I)	3		
		*Prerequisite TK20 purchase required			
UNTD only	EDBE 4490	Teaching ESL EC-12: Instructional Strategies	3		
		*Prerequisite LING 4030, EDBE 3470			

Interdisciplinary Studies (Bachelor of Science)

Certifications: Grades EC-6 and ESL

Use this checksheet as a guide for selecting classes and refer to your online Academic Advisement Report to review and monitor degree and graduation requirements.

Clinical I: Methods - 12 Total Hours

**ALL courses must be completed; field hours outside of classroom required for all methods courses*

TCCNS #	UNT #	Course Name	Hrs	Grade	Course/Term
UNT only	EDRE 4861	Integrated Reading/ELAR/Social Studies EC-6 (Portfolio Checkpoint II)	*Prerequisite EDUC 3320, EDRE 4450	3	
UNT only	EDEE 4330	Science in Grades EC-6 (Portfolio Checkpoint II)	*Prerequisite EDUC 3320 All Science Curriculum	3	
UNT only	EDEE 4350	Mathematics EC-6 (Portfolio Checkpoint II)	*Prerequisite EDUC 3320, All Math Curriculum	3	
UNT only	EDSP 4340	Classroom and Behavior Management (Portfolio Checkpoint II)	*Prerequisite EDUC 3320, EDSP 2310	3	

Clinical II - 6 Total Hours

**ALL courses must be completed; full-time requirement final semester.*

TCCNS #	UNT #	Course Name	Hrs	Grade	Course/Term
UNT only	EDUC 4200	Student Teaching	*Prerequisite All Coursework Completed Enroll During Final Semester	6	

Electives/Minor - 3+ Hours required (However, additional hours may be required based on coursework completed above. 120+ total hours needed for graduation)

General Electives

Course	Hrs	Grade	Course/Term
Minor, Certificate or General Elective	3		
Minor, Certificate or General Elective (if needed)	3		
Minor, Certificate or General Elective (if needed)	3		
Minor, Certificate or General Elective (if needed)	3		

UNT Dallas Degree Requirements:

Requirement	Complete
120 hours (minimum) required for degree completion with "C" or better required in all core and major coursework	
Residency Requirement - At least 30 hours must be completed at UNT Dallas	
42 Advanced Hours (3XXX or 4XXX) - 24 advanced hours must be completed at UNT Dallas	
UNT Dallas GPA 2.75 or higher required	
Overall GPA 2.75 or higher required	
Major GPA 2.75 or higher required	
Core GPA 2.75 or higher required	

BS in Interdisciplinary Studies (INDE): Grades EC-6 ESL Suggested 4-Year Plan

Semester 1	Semester 2	Semester 3	Semester 4	Summer
ENGL 1313	ENGL 1323	HIST 2610	HIST 2620	EDEE XXXX
PSCI 1040	PSCI 1050	ART 1300	EDSP 2310	Elective Any Level
PHYS 1404	BIOL 1132	EDUC 1301	PHYS 1210	Elective Any Level
DFST 1013	LING 2050	COMM 1010	AEAH; MUED; THEA	
MATH 1352	MATH 1354	MATH 1355	MATH 1353	
Semester 5	Semester 6	Semester 7	Semester 8	
EDRE 4450	EDRE 4840	EDRE 4861	EDUC 4200	
EDUC 3320	EDBE 3480	EDEE 4330		
LING 3060	LING 4030	EDEE 4350		
EDBE 3470	EDUC 3320	EDSP 4340		
EDEC 4633	EDRE 4850	Elective Any Level		

UNT DALLAS

School of Education

Master of Education in Curriculum and Instruction with Initial Teacher Certification: Core Subjects EC-6 Degree Plan 2016-2017

Name _____ Student ID # _____

Address _____ City _____ State _____ Zip _____

Email address _____ Cell Phone _____ Other Phone _____

TExES Preadmission Content Exam Test (PACT): _____ Date Passed: _____

Must be passed to complete admission to the Teacher Education Program AND prior to Clinical Teaching or Internship.

Bachelors and/or Master's Degrees:

Degree _____ Date _____ Conferring Institution _____ Major _____

PREREQUISITE REQUIREMENTS: 6 UNDERGRADUATE CREDIT HOURS (CH)

COURSE #	COURSE DESCRIPTION	TERM OFFERED	CH	TERM COMPLETED	GRADE
EDRE 4450	READING & WRITING (BIRTH THROUGH GRADE 6)	SU 1, FA & SP	3		
EDRE 4850	ASSESSMENT OF READING FOR BILINGUAL/ESL	ALL	3		

CORE REQUIREMENTS: 18 GRADUATE CREDIT HOURS (CH)

COURSE #	COURSE DESCRIPTION	TERM OFFERED	CH	TERM COMPLETED	GRADE
EDCI 5011	INTRO TO CLASS RESEARCH	SU 1-2 ND YR	3		
EDCI 5012	CLASS RESEARCH PROJECT	FALL	3		
EDCI 5013	TECH IN STEM ED	SUMMER 2	3		
EDCI 5014	INSTR & BEHAVIORAL MGMT IN CLASS	FALL	3		
EDCI 5015	ACTION RESEARCH FOR MULTICULTURAL/LINGUAL ED	SUMMER 2	3		
EDCI 5016	STEM LIT ACROSS THE CURRICULUM	SUMMER 1	3		

CORE SUBJECTS EC-6 PEDAGOGICAL: 18 GRADUATE CREDIT HOURS

COURSE #	COURSE DESCRIPTION	TERM OFFERED	CH	TERM COMPLETED	GRADE
EDCI 5017	HUMAN DEVELOPMENT FOR EDUCATORS	SUMMER 1	3		
EDCI 5320	FOUNDATIONS OF EDUCATION	ALL	3		
EDCI 5120	CURRICULUM & INSTRUCTIONAL METHODOLOGIES: LANG ARTS & SOC STUDIES (25 FIELD HOURS REQUIRED)	FALL OR SPRING	3		
EDCI 5150	CURRICULUM & INSTRUCTIONAL METHODOLOGIES: MATH & SCIENCE (25 FIELD HOURS REQUIRED)	FALL OR SPRING	3		
EDCI 5090	CLINICAL TEACHING (ONE SEMESTER) –OR– *INTERNSHIP/PROBATIONARY (TWO SEMESTERS)	FALL OR SPRING	6		

CERTIFICATION ELIGIBILITY		
✓	REQUIREMENT	DATE COMPLETED
	45 CLOCK HOURS OBSERVATION (SEE LOG AND INFORMATION HANDOUT)	
	SUCCESSFULLY COMPLETE PROGRAM INCLUDING ALL PEDAGOGICAL COURSES AND CLINICAL TEACHING OR INTERNSHIP	
	PASS APPLICABLE STATE CERTIFICATION EXAMS – CONTENT (PACT) AND PEDAGOGY (PPR)	
	SUBMIT CERTIFICATION APPLICATION AND FEE TO TEA	
	SUBMIT FINGERPRINTING APPLICATION AND FEE TO TEA	
	PASS FEDERAL BACKGROUND CHECK	
	BE RECOMMENDED BY UNT DALLAS EDUCATOR PROGRAM	

By signing this document, I understand I must abide by all policies described in the UNT Dallas Undergraduate and Graduate Catalog. Further, I understand I must contact the Departmental Advisor prior to making any changes or taking any courses not listed on this degree plan.

STUDENT SIGNATURE: _____

DATE: _____

APPROVED: _____
 Advisor Signature Date

 Program Coordinator Date

Responsibility for reading the UNT Dallas Undergraduate and Graduate Catalog, Program requirements and for knowing when this program has been completed rests entirely upon the student. The number of UNT Dallas off-campus residence courses which may be applied on the master's degree is limited by state regulations. Students have six years to complete the master's degree. Applications for graduation must be filed in the Office of the Graduate School before the deadline date in force during your final semester. A copy of your updated degree plan may be required if you have made any changes to your plan once it has been approved by the Office of Graduate Admissions. Please refer to the calendar on the Graduate Admissions website for deadline dates.

The student is admitted to candidacy: _____
 Signature: Director of Admissions Date:



FAITH ★ FAMILY ACADEMY

faithfamilyacademy.org

October 17, 2018

Mollie J. Purcell, Ed.D.
Superintendent
Faith Family Academy Charter Schools
1608 Osprey Drive
DeSoto, TX 75115

Dear Dr. Purcell,

The School Board of Faith Family Academy writes this letter of support for the TEA Grow Your Own Grant – Cycle 2 with our strongest level of commitment and support. We are deeply committed to goals of the program. The Grow Your Own Grant – Cycle 2 will help Faith Family Academy (FFA) attain key district goals of increasing the diversity of teachers to better match student demographics, reducing teacher shortages in hard-to-fill areas, and increasing dual credit and graduation pathways for high school students.

Faith Family Academy currently faces a significant shortage in recruiting teachers in high-needs areas each year, especially in bilingual/ESL, STEM, and Special Education. With 54% of our students as English Learners, FFA is challenged to find enough bilingual and dual language teachers each year. In addition, FFA is challenged with increasing the diversity of teachers to better match student demographics. While FFA students are 67% Hispanic, 29% African American, and 4% White, teachers are only 28% Hispanic; 25% African American; and 46% White (16-17 TAPR).

Faith Family Academy offers a unique opportunity to support current staff and students to become full-time, certified teachers and return to FFA to teach. Faith Family Academy serves almost 2,700 students from historically-underrepresented backgrounds. FFA students are 100% Free/Reduced lunch, 83% at-risk, and 67% Hispanic, 29% African American, and 4% White (16-17 TAPR). Many paraprofessionals and/or aides are also from diverse backgrounds and are bilingual. A handful of FFA students have already earned their degree in education and returned to teach at FFA.

Grant funding will increase teacher diversity and teachers in hard-to-fill areas by transitioning current paraprofessionals and/or aides to full-time, certified teachers by 2020-2021 (Pathway 2). Faith Family Academy has a number of motivated paraprofessionals and aides from diverse





FAITH + FAMILY ACADEMY

faithfamilyacademy.org

backgrounds (especially bilingual) who will be able to become full-time, certified teachers by finishing their education degrees and obtaining licensure by 2021 with grant support.

In addition, this project will increase the diversity of future teachers and reduce teacher shortages in hard-to-fill areas by providing FFA high school students Education & Training courses that prepare FFA students to obtain a post-secondary degree/licensure in education and return to FFA to teach (Pathway 1). FFA high school students are motivated, high-performing, and looking to succeed in college and the future. Many students are bilingual and could return to FFA in the future as fully-licensed bilingual teachers with support from grant funding, or in other hard-to-fill areas.

By growing the talents of existing staff and students with grant funding with support from the Grow Your Own Grant – Cycle 2, FFA will be able accomplish key district goals to address issues with teacher shortages in high-needs areas, increase teacher diversity, and provide additional dual credit and graduation pathways to FFA high school students.

Sincerely,

C. Gene Lewis
Board President

